

Framework for School Improvement Planning 2024/25

Section 1: School Information and 3 Year Improvement Plan Priorities			
School/Establishment	Twechar PS		
Head Teacher	Marie-Louise Brogan (Acting)		
Link QIO	Karen Oppo		
School Statement: Vision, Values & Aims and Curriculum Rationale			
Aims:- *To help each child to do their best in their play and learning. *To help each child to become confident and responsible in Twechar and the community. *To have a community where everyone belongs and is welcome and included. *To give everyone in our Twechar community a say in our school and Early Years Centre by listening to them. *To give everyone a chance to share their success in learning. Vision:- To enable everyone to grow and learn at Twechar PS and Early Years Centre. Values:- Belonging, Respect, Fun			
	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	2024/25	2025/26	2026/27
Priority 1	Raising attainment through planning for Learning and Assessment. Raising capacity to plan and deliver relevant, challenging and progressive learning opportunities for all learners with appropriate pedagogy.	Implement play and PEBL pedagogical approaches within the school to provide a skill based curriculum using embedded planning framework to raise attainment.	TBC
Priority 2	Embed wellbeing, equity and inclusion approaches, support for all and UNCRC. Implementation of the Circle Inclusive Partnership Documentation.	Embed wellbeing, equality and inclusion, support for all and UNCRC. Embed Circle skills to all aspects of school life. Develop leadership at all levels.	TBC

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Section 2: Improvement Priority 1	
School/Establishment	Twechar Primary School
Improvement Priority 1	Raising attainment through planning for Learning and Assessment. Raising capacity to plan and deliver relevant, challenging and progressive learning opportunities for all learners with appropriate pedagogy.
Person(s) Responsible	HT and all staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing	curriculum and assessment teacher professionalism	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.4 Personalised Support	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> Teaching staff who are literacy and numeracy learning leads will have a leadership/ support role through this development. Pupils will be involved in providing feedback/ suggestions for improvement/ gathering peers' views through focus groups. Pupils will have opportunities to lead learning about literacy and numeracy through assemblies, class lessons, etc. 	<ul style="list-style-type: none"> Time – see collegiate calendar for SIP meetings and In service Days/Personal professional development time. Cover costs for staff undertaking any leadership responsibility that requires release from class. Funding for CLPL as required. 	<ul style="list-style-type: none"> Parent Feedback - feeding into improvement planning (Glow Forms). Seesaw - Information and learning showcased for families. Parent Council ongoing involvement in feeding back parent views at meetings. Parent Come Learn With Me opportunities. X/ Twitter feed of learning in literacy and numeracy

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<ul style="list-style-type: none"> Teachers will be leading learning in the classroom and outdoors using professional reading and enquiry approaches. 		
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/ Teaching staff CLPL (In service Days/ collegiate hrs). Professional reading/ viewing online materials. Quality assurance processes. Peer/ SMT professional discussions Professional Enquiry approaches. 	<ul style="list-style-type: none"> Literacy and numeracy strategy and planning to support and enhance learning and teaching in literacy and numeracy. Identified pupils given additional support in achievement Reading Recovery Programme. 	Reading Recovery – Seesaw – Literacy Resources - Numeracy Resources - Appointment of PT – Sumdog – Cover to release staff for good practice visits and training -

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Long term and medium term planning created for all curricular areas to raise attainment for all learners but particularly in literacy and numeracy.	Self-evaluation of current planning using ES- Learning & Teaching Cycle and planning impacts attainment and learning and teaching opportunities.	Agreement of what would be purposeful, relevant planning with a focus on literacy and numeracy.	May In-Service 2024	

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	SLT to work in consultation with all staff to create literacy and numeracy planning aligned to CFE Es & Os and Benchmarks that ensures progression and is led by assessment.	Long Term and Medium Term planning created for all curricular areas and shared with staff.	June 2024	
Improve knowledge and understanding of the totality of the curriculum and planning for assessment leading to increased pace and improved progression for all learners.	SLT to share clear expectations with all staff on the new curriculum pathways and planning format for the school for session 24/25.	New planning format re long term and medium planning being successfully used Evidence of improved pace through quality assurance measures. Assessment	August In-Service 2024 and ongoing	
	CLPL for all teaching staff on short term planning and agreement of expectations re weekly and daily planning linked to curriculum pathways.	Evidence of new weekly / daily planning	August In-Service 2024 and ongoing	
Implementation of new literacy intervention programme to support closing attainment gap for identified learners	PT to attend training for Reading Recovery-Addressing the Poverty Related Attainment Gap. PT will implement programme and train all staff	Identified children will undertake programme and progress tracked. Pre and post assessment data	Ongoing	
Levels of all learners literacy and numeracy knowledge and understanding will be rigorously identified and	All staff to meet with SLT to share assessment information and agree groupings and pace and challenge for all groups.	Tracking meetings proforma Tracking spreadsheet	August 2024 October 2024 December 2025 March 2025	

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supported by diagnostic assessment data	All staff to work collegiately to complete planning for literacy and numeracy using new curriculum pathways – SLT to support.	Planning for literacy and numeracy reflects expectations.	Curriculum Development Meeting 15 th August 2024	
	SLT to share assessment data and expectations re planning for literacy and numeracy for all learners for next term. Staff to complete planning aligned to expectations and linked data.		Staff Meeting w/b 21 st October 2024	
All learners will experience breadth, depth, challenge and application in their learning from improved planning	Staff to review weekly planning for literacy. Clear expectations of literacy week and short term planning agreed. Focus on linking literacy learning across the week/block.	Evidence of planning literacy in line with curriculum pathway and ensuring that the literacy is linked and relevant and skills based. Opportunities for active learning, application and assessment evident in quality assurance activities and clearly identified in short term planning.	Staff Meeting w/b 26 th August 2024	
	Staff to review weekly planning for numeracy. Clear expectations of numeracy week agreed. Focus on linking numeracy learning across the week/block.	Staff planning numeracy in line with curriculum pathway and ensuring that the numeracy is linked and relevant and skills based. Opportunities for active learning, application and assessment clearly identified.	Staff Meeting w/b 13 th January 2025	
Learners will experience improved lesson structure building on prior knowledge	Staff to review learning opportunities in literacy / numeracy.	Improved use of LI and SC evident in classrooms, QA processes in place	Staff Meeting w/b 9 th September 2024 (Literacy focus)	

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with clear learning intentions, understanding of success and next steps	CLPL delivered leading to all staff having a clearer understanding on the purpose and application of learning intentions and success criteria for all aspects of literacy / numeracy.		Staff Meeting w/b 27 th January 2025 (Numeracy focus)	
	Staff to plan literacy / numeracy opportunities and create LI and success criteria for all aspects of literacy.	Staff work collegiately to create learning intentions and success criteria for literacy / numeracy to plan for assessments and determine next steps.	12 th September '24 (Literacy) 5 th February 2025 (Numeracy)	
	SLT to share "The Good Lesson" with all staff. Staff to implement aspects of the Good Lesson to all learning opportunities.	QA processes	Staff Meeting w/b 23 rd September '24 Literacy focus Staff Meeting w/b 12 th February 2025 Numeracy focus	
	SLT to share West Partnership CLPL on effective feedback. Staff to implement CLPL and consider feedback in literacy/numeracy learning.	Jotter monitoring Classroom observations of in the moment feedback SEESAW Learner conversations	Staff Meeting w/b 27 th November '24 (Lit) Staff Meeting w/b 27 th April 2025 (Num)	
Learners will experience enhanced classroom experiences from new pedagogical approaches	All staff to complete PRD process. All staff identify area of literacy/numeracy pedagogy to	PRD proformas Attendance requests for CLPL throughout session Learner conversations	w/b 16 th September 2024 (Literacy)	

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leading to improvements in motivation, engagement and attainment	focus on this session and agree targets and relevant CLPL.		w/b 10 th March 2025 (Numeracy)	
	Staff to carry out ferre levers assessments during literacy / numeracy time in class to monitor pupil engagement.	Staff aware of levels of engagement in literacy / numeracy activities through observations.	November 2024 (Lit) April 2025(Num)	
Learners will benefit from an improved classroom environment which is accessible to all and encourages active learning	All staff to consider classroom environment for literacy learning and focus on opportunities for active learning and application.	Staff to implement good practice into all classes for literacy opportunities to raise attainment.	October In-Service 2024	
	All staff to consider classroom environment for numeracy learning and focus on opportunities for active learning and application.	Staff to implement good practice into all classes for numeracy opportunities to raise attainment.	February In-Service 2025	
Learners will experience an improved pace of learning through CfE levels due to increased teacher confidence of assessment of a level	Moderation of literacy / numeracy learning opportunities and experiences. All staff to moderate literacy/ numeracy learning opportunities and set criteria.	How will impact/ success be measured Teacher confidence surveys	30 th October 2024 (lit)	
			26 th February 2025 (Num)	
	Staff to participate in peer observations re planned literacy / numeracy moderation activities and reflect on own practice		November 2024 (Literacy) March 2025 (Numeracy)	
	Staff to self-evaluate moderation activities and create self-evaluation document of where we are now and what we	Self-evaluation document created stating clear next steps and noting good practices.	Staff Meeting w/b 11 th November 2024 (Lit)	

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	do next in literacy / numeracy learning experiences.		Staff Meeting w/b 31 st March 2025 (Num)	
Self evaluation of progress Planning, environment, pedagogy, engagement and motivation leading to increased attainment	Self-Evaluation for literacy for this term to be completed to consider next steps. Create Self-Evaluation report, where are we now, what next. Agreement from all staff on next steps for literacy planning, learning and assessment.	Teacher literacy confidence survey Pupils literacy confidence and experiences questionnaire Evidence of progress against previous self evaluation	October In-Service 2024	
	Self-evaluation by all staff on learners' experience and through assessment data to measure impact of approaches.	Clear expectations in place for literacy and evidence in literacy assessment to show impact.	Staff Meeting w/b 2 nd December 2024	
	Self-Evaluation for numeracy for this term to be completed to consider next steps.	Complete questionnaires on teacher confidence to deliver numeracy. Pupils to complete questionnaire capturing numeracy experiences and confidence. Create Self-Evaluation report, where are we now, what next. Agreement from all staff on next steps for numeracy planning, learning and assessment.	February In-Service 2025	
Agreement of planning for literacy and numeracy to raise attainment for all.	Staff self-evaluation used to review policy and procedures for planning for literacy and numeracy at Twechar PS	Policy and procedures reflect self-evaluation process and are planners are adapted for use in next session.	May In-Service and June	

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Section 2: Improvement Priority 2	
School/Establishment	Twechar Primary School
Improvement Priority 2	Embed Ensuring wellbeing, equality and inclusion, support for all and UNCRC. Circle awareness Raising and Training
Person(s) Responsible	All Staff, Gillian Mooney – UNCRC Lead, L. Stewart ASN Co-ord, K McSorley Nurture Teacher & Circle Champ

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children	school leadership teacher professionalism parent / carer involvement and engagement	QI 1.1 Self evaluation for self improvement QI 3.1 Wellbeing, equality & inclusion QI 3.2 Raising attainment and achievement	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
<ul style="list-style-type: none"> Lead CIRCLE Trainer(s) to attend PLCs with other EDC Staff – 29/5, 24/10, 30/1, 1/5 3:30-5pm. Teacher Leadership related to classroom practice. 	<ul style="list-style-type: none"> Time – see collegiate calendar for SIP/Staff meetings and In service Days/Personal professional development time. 	<ul style="list-style-type: none"> Parent Feedback - feeding into improvement planning (Glow Forms). Seesaw - Information and learning showcased for families. Parent Council ongoing involvement in feeding back parent views at meetings. 	

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<ul style="list-style-type: none"> Peer observations and professional dialogue – within and outwith Twechar PS. Pupil leadership to review class/ school environment. Lead CIRCLE Trainer(s) to attend CIRCLE Participation Scale Training May 25. UNCRC Lead to attend relevant CLPL and EDC Training Nurture Champ to attend relevant CLPL and EDC PLCs and Training 	<ul style="list-style-type: none"> Cover costs for staff undertaking any leadership responsibility that requires release from class. Funding for CLPL as required 	<ul style="list-style-type: none"> Parents and families working partnership for wellbeing weeks
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> Whole staff/ Teaching staff CLPL (Inservice Days/ collegiate hrs). Professional reading/ viewing online materials Quality assurance processes. Peer/ SMT/professional discussions Professional Enquiry Approaches 	<ul style="list-style-type: none"> The Circle Framework as a strategy to support all pupils, especially those with additional support needs. The Promise – support for care experienced pupils (including revisiting the nurture principles) 	As required to support nurturing approaches and wellbeing weeks. -

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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		qualitative, quantitative, evaluative pre and post measures	When will outcomes be measured?	
Pupils engaged and motivated to learn in a valued ethos	All staff to revisit Nurture Training and Nurturing Principles	Staff to implement Twechar PS Nurture Policy & Procedures	August In service 2024	
	Nurture teacher to plan wellbeing weeks/days to be implemented after each holiday break	All learners engaged in wellbeing activities provided within school and supported by school partnerships	Ongoing	
	School committees to continue to be implemented and set action plans by each committee agreed and achieved.	Committees complete action plans	Ongoing	
	Parents to become member of school committees.	Parent member in each committee	September 2024	
	School House groups to be reinstated, led by Pupil Council	Agreed policy and procedure in place and all pupils member of school house group	September 2024	
Addressing barriers to learning and raising attainment and achievement for all	Staff to revisit ASN policy and procedures and follow guidelines throughout session	All staff following ASN Policy and Procedures and pupils barriers to learning are identified and solutions agreed and implemented.	Ongoing	
School to support UNCRC and achieve Bronze RRS	UNCRC pupil leads to be supported by school UNCRC Champ to achieve Bronze Award	Bronze Award achieved for UNCRC. UNCRC Action Plan complete.	Ongoing	

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Track Pupil Wider Achievement	Tracker created and completed to capture pupil wider achievement within and outwith school	Tracker completed and audit of pupil achievement opportunities self-evaluated	Ongoing	
Children will be better supported through staff understanding of inclusion and additional support needs.	Staff questionnaire to assess knowledge/ skills. Introduction to The Circle Framework at Aug In-service for all staff.	Staff pre training questionnaire Staff feedback from initial introduction.	August In service 2024	
Improved Classroom Environments for Children: Make use of CICS (Circle Inclusive Classroom Scale) to evaluate and adapt classroom environment – to be done in sections over T1 and T2	Use CICS individually and with a supportive peer to critically analyse classroom. Use adapted CICS with pupils to gather pupil feedback on learning environments. Explore Skills, Supports and Strategies in Circle Framework Create Action plans and make changes. Cycle of assess > plan > change> assess Evaluation changes with peers. Pupils. Learning visits with colleagues in similar school environment. Ed Psychologist to support staff as required in assessment/ change.	Action Plans following assessment of learning environments. Learning visit feedback through Action Plan/Evaluations and discussions with staff.	Term 1 and 2 By March 2025	
Improved Approaches for Supporting Children using the Circle Framework	Evaluations from reflections with colleagues and changes made to classroom practice as	Staff post training questionnaire. Staff discussion.	Term 3 By June 2025	

	a result of self-evaluation using CICS.			
Develop understanding of 'The Promise'	All staff (Including FM) to watch 2 presentations and complete module related to The Promise.	School will achieve the 'We Promise' Award	Feb In service 2025	